

Cohort 3 Focus School Technical Assistance Webinar

Session 3



January 16, 2015

Yvonne A. Holloman, Ph.D.

Associate Director

Office of School Improvement

Virginia Department of Education

Purpose

- **Review** the process for using quarterly data to evaluate improvement plan tasks

U.S. Department of Education's ESEA Flexibility Waiver Monitoring Key Questions Regarding Focus Schools

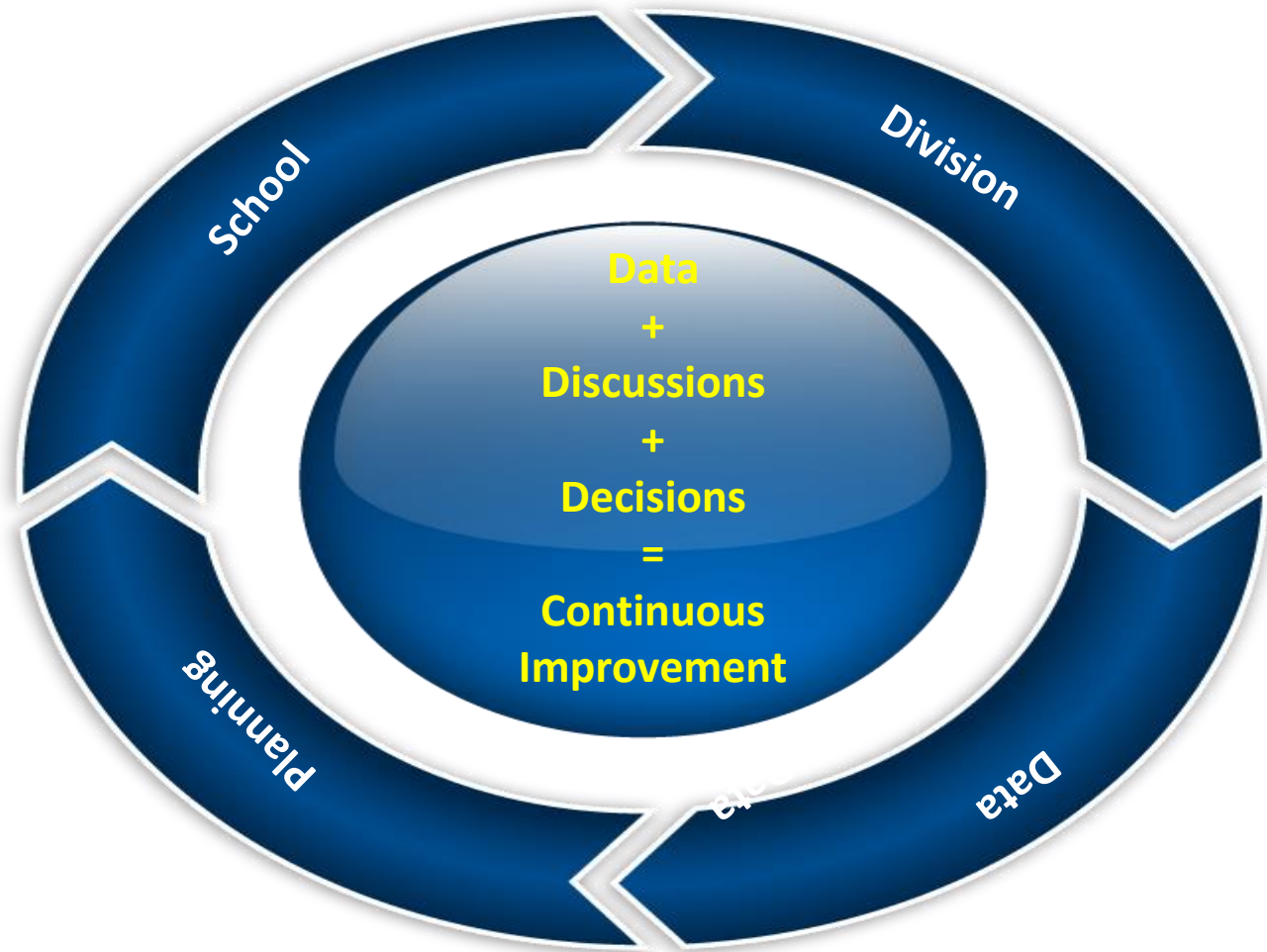
1. Where are the state educational agency's focus schools in their **preparations to implement interventions** in the first semester?
2. What **processes**, such as needs analyses, are **local educational agencies and schools** using to determine what **interventions** will be implemented?
3. How is the **state educational agency** ensuring that its **local educational agencies** implement **interventions** aligned with the **reason** for the **school's identification** as a focus school?
4. What **resources and supports** are the **state educational agency** providing to those local educational agencies as they develop their plans for **interventions**?
5. What **process** does the **state educational agency** have in place to ensure that **all focus schools** will begin **implementing interventions** in the **first semester**? For example, do local educational agencies have a plan or report that they must submit?
6. How is the **state educational agency** planning to hold **local educational agencies accountable** for improving school and student performance?
7. How and when does the **state educational agency** plan to **monitor local educational agency implementation** of **interventions** in priority and focus schools?

Required Improvement Indicators

School leadership teams will assess and include the three targeted interventions indicators below in their improvement plans.

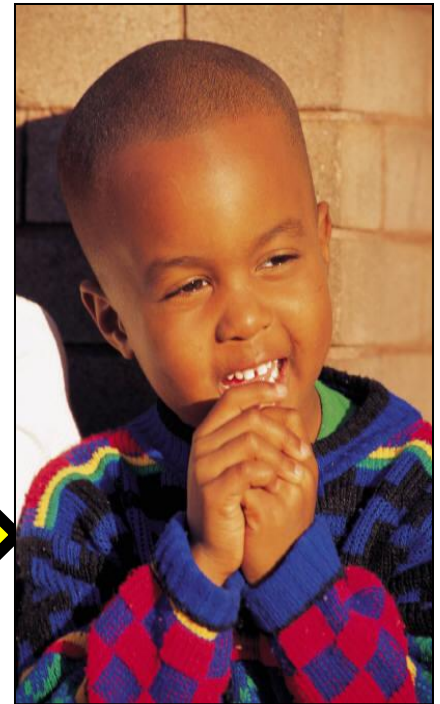
Targeted Interventions	
TA01	The school uses an identification process (including ongoing conversations with instructional leadership teams and data points to be used) for all students at risk of failing or in need of targeted interventions.
TA02	The school uses a tiered, differentiated intervention process to assign research-based interventions aligned with the individual needs of identified students (the process includes a description of how interventions are selected and assigned to students as well as the frequency and duration of interventions for Tier 2 and Tier 3 students).
TA03	The school uses a monitoring process (including a multidisciplinary team that meets regularly to review student intervention outcome data and identifies “triggers” and next steps for unsuccessful interventions) for targeted intervention students to ensure fidelity and effectiveness.

Effective use of data is a critical component of the **continuous improvement cycle**.




Focus schools are required to maintain a variety of data associated with students who receive Tier 2 or Tier 3 interventions.

- **Student Report Card Grades in reading and mathematics**
- **Benchmark/Formative Assessment results**
- **Student Attendance**
- **Student Discipline**
- **Data related to the Tier 2 or Tier 3 interventions provided to the student**





**The data provide
a holistic view of
the student**


On a quarterly basis, **spreadsheets** containing the **required data points** must be **uploaded** into the focus school's **Indistar® Document Upload**.

 VIRGINIA DEPARTMENT OF EDUCATION

VA-test School
Happy Hills Public Schools

 School Bulletin Board





 Document Upload

 Dashboard Tutorial

Share this guest login with building staff, school board, parents, and others
Guest Login - Password / **guestva2309 - guestva2309**

Share the Leadership Team login with the Leadership Team members
Leadership Team Login - Password / **LTS2309 - LTS2309**

[Home](#) [Complete Forms](#) [Submit Forms/Reports](#) [Docs & Links](#)

My Online Tool(s)		Description	
	Virginia SIP - School Indicators	The Virginia school improvement planning process for District and School Improvement Team	Review Progress
	Transformation Toolkit	A set of indicators based on the Center on Innovation and Improvement's transformation toolkit that address all USED required actions for implementation of the transformational model. (For use by Cohort II and III and specific Cohort I schools.)	Review Progress
	High School Level Indicators	A set of targeted indicators focused on the school's current practices that are critical to the rapid improvement of the graduation rate and academic achievement at the school level.	Review Progress
	Lead Turnaround Partner Requirements	A set of indicators based on the RFP for Lead Turnaround Partners. (For use by specific Cohort I schools.)	Review Progress

Sample Spreadsheet

Third Grade Students Receiving Tier 2 interventions in Reading (Gap Group 1) – Roaring Reader Program

	Absences	Reading Grade	Reading Benchmark Score	Math Grade	Math Benchmark Score	Discipline Infractions	PALS Fall Benchmark (If applicable)	Transfer Student (Y/N)
Student 1								
Student 2								
Student 3								
Student 4								
Student 5								
Student 6								
Student 7								

Sample Spreadsheet

Fifth Grade Students Receiving **Tier 2** interventions in **Reading** **(Gap Group 1) – Small Group Instruction with Teacher**

	Absences	Reading Grade	Reading Benchmark Score	Math Grade	Math Benchmark Score	Discipline Infractions	PALS Fall Benchmark (If applicable)	Transfer Student (Y/N)
Student 1								
Student 2								
Student 3								
Student 4								
Student 5								
Student 6								
Student 7								

Sample Spreadsheet

Fourth Grade Students Receiving **Tier 3** interventions in **Math** **(Gap Group 1) – Individualized Instruction with Teacher**

	Absences	Reading Grade	Reading Benchmark Score	Math Grade	Math Benchmark Score	Discipline Infractions	PALS Fall Benchmark (If applicable)	Transfer Student (Y/N)
Student 1								
Student 2								
Student 3								
Student 4								
Student 5								
Student 6								
Student 7								

Using Data to Evaluate Improvement Plan Tasks

Home **Complete Forms** Submit Forms/Reports Docs & Links

Form completion and submission instructions

For all reviewable forms: once the form has been completed, the school team will need to send it for review. After review, the team should make suggested updates and submit when the form has been accepted. Submissions can be made on the Submit Forms/Reports Tab.

For all non-reviewable forms, the school team may submit once the form has been completed. Due dates for most forms are available on the Submit Forms/Reports Tab as well.

Focus Schools - This form will be completed by each focus school regarding the selected adaptive reading assessment.

Focus Schools - This form will be completed by each focus school regarding the selected data query system. Submit for review.

Focus Schools - Algebra Readiness Diagnostic Test (ARDT) Reporting Form - This form is completed by each focus school with grade 5 or higher.

This form will be completed by the school's improvement team each quarter and reviewed at the division team's required quarterly data meeting with the principal. Submit immediately after the division meeting.

This form will be completed by the school's improvement team each quarter and reviewed at the division team's required quarterly data meeting with the principal. Submit immediately after the division meeting.

Cohort III focus schools will complete the **Quarterly Data Analysis Report** housed on their dashboard. Note: Submission will not begin until the third quarter.

The school leadership team, with assistance from the division leadership team, will complete and submit the report via the Indistar® Dashboard.

Focus School Quarterly Data Analysis Report - Quarter 1

NOTE: Completing the Quarterly Report should be a part of the School Improvement Team meetings in each school and documented in Indistar® meeting minutes.

Page 1 of 1

Fill in the requested information.

Facilitator	
Division	
School	
Date	

Part I.

Respond to the following 3 prompts.

1. Based upon analysis of all minimal required data points, and any additional data points the school has identified, which indicators or tasks will be added to your *Indistar* online plan? Identify the indicator and describe the newly assigned associated tasks.

Hint

2. What is the progress of your students needing intervention? Describe how the intervention process (identification of problem, data analysis, planning, implementation, monitoring, modification) has been modified based on data analysis for this quarter. What specific tiered interventions are being continued, discontinued, or implemented as a result of your data analysis?

Hint

[Guidelines for Focus School Quarterly Data Analysis Report .docx](#)



The **division leadership team** will meet with the **focus school leadership team** to **review data related to tasks** included in the division- and school-level improvement plans as well as the **data included in the VDOE-approved data query system**. These data will be used to **revise the plans** as appropriate. **Decisions** made as a result of these discussions should be entered into the **meeting minutes** for the **division leadership team**.

Prior to the Meeting

- Schedule a date for the division leadership team to meet with the building principal and school leadership team members.
- Provide quarterly data from the VDOE-approved data query system to all team members.
- Provide a copy of the Indistar ® *Indicator Checklist Report* for TA01, TA02, and TA03 and the aligned division indicators to all team members.

During the Meeting

- Discuss the quarterly data and the following questions from the *Quarterly Data Analysis Report*:
 - 1) Based upon analysis of all minimal required data points, and any additional data points the school has identified, which indicators or tasks will be added to your ® online plan? Identify the indicator and describe the newly assigned associated tasks.
 - 2) What is the progress of your students needing intervention? Describe how the intervention process (identification of problem, data analysis, planning, implementation, monitoring, modification) has been modified based on data analysis for this quarter. What specific tiered interventions are being continued, discontinued, or implemented as a result of your data analysis?
 - 3) Describe the school's process for continued monitoring of present, as well as recently added, interventions.
- As a team, identify next steps for the division- and school-level teams, and report this information in the meeting minutes.

After the Meeting

- The focus school leadership team and the assigned member of the division leadership team will finalize responses to the three questions included on the *Quarterly Data Analysis Report*, and submit the document.

The **division- and school-level plans** will be the key to monitoring each local educational agency's compliance with the ESEA flexibility waiver provisions. Both plans will be submitted via the Indistar® dashboard on:


- January 30, 2015
- April 24, 2015
- June 30, 2015





January 30, 2015

School- and division-level improvement teams will submit their improvement plans via the Indistar® Dashboard

VA-test School
Happy Hills Public Schools

 Document Upload

 Dashboard Tutorial

 School Bulletin Board

Share this guest login with building staff, school board, parents, and others
Guest Login - Password / **guestva2309 - guestva2309**

Share the Leadership Team login with the Leadership Team members
Leadership Team Login - Password / **LTS2309 - LTS2309**

Home

Complete Forms

Submit Forms/Reports

Docs & Links

To submit, click the submit button for each form or report that is due.
Click the date of the Submitted and Previous to view these reports.



REMINDER

Per the ESEA Flexibility Waiver:

The school- and division-level improvement plans **must** emphasize research-based interventions for **proficiency gap group(s)** that caused the schools to be identified as focus schools.

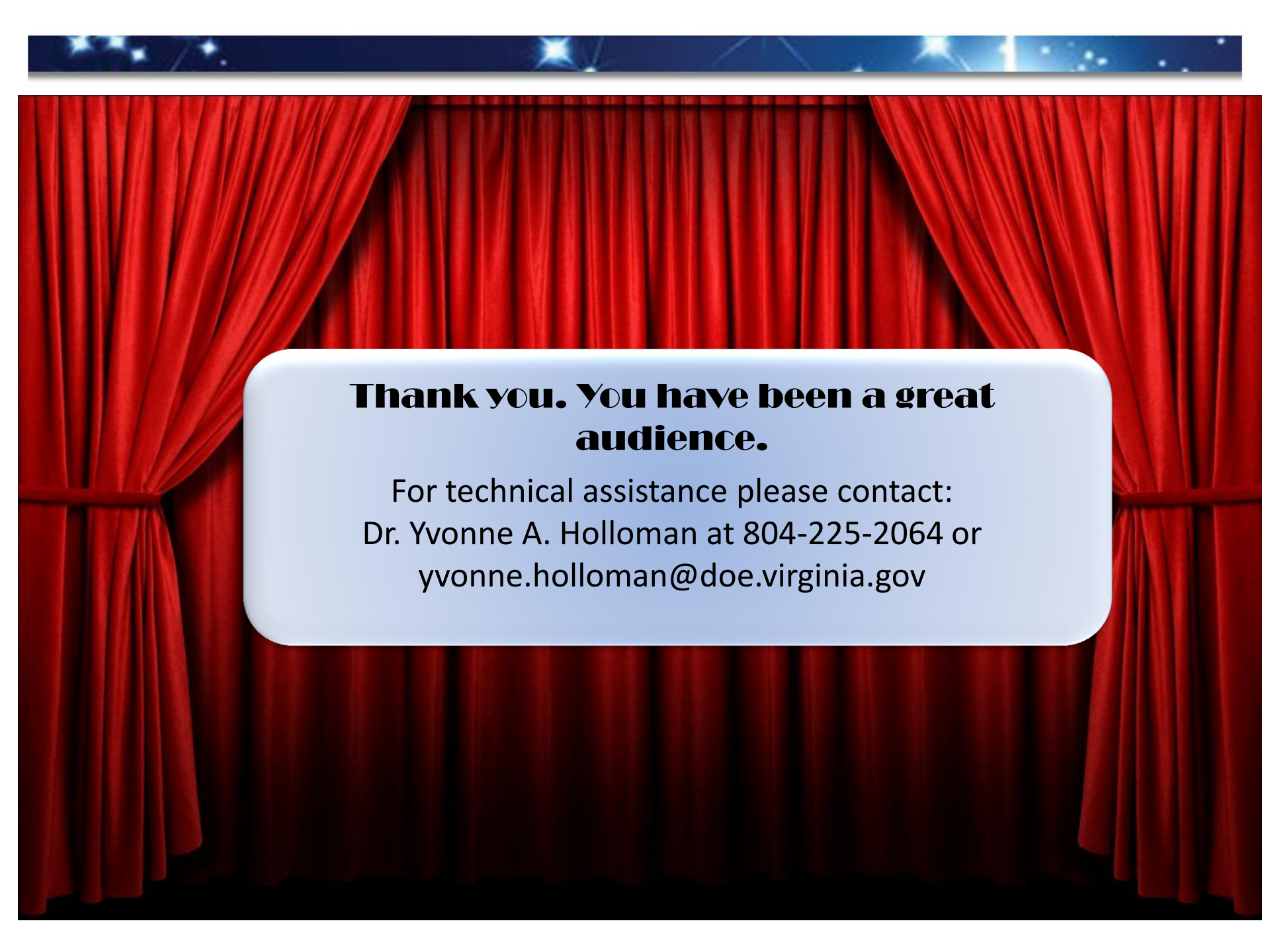
Next Steps

School Team

- The school staff will **begin implementing and monitoring** the school improvement plan.
- The **school principal** will **submit the school improvement plan** via the Indistar® Dashboard by January 30, 2015; April 24, 2015; and June 30, 2015.
- The **school leadership team** will **conduct monthly meetings**, and enter the agendas and meeting minutes into Indistar®.
- The school leadership team, with assistance from the division leadership team, will complete and submit the **Quarterly Data Analysis Report** via the school's Indistar® Dashboard.

Division Team

- The **division leadership team** will **begin implementing and monitoring** the division improvement plan.
- The **division leadership team** will **submit the division improvement plan** via the Indistar® Dashboard by January 30, 2015; April 24, 2015; and June 30, 2015.
- The **member of the division leadership team** assigned to each focus school will enter monthly coaching comments regarding the improvement plan via Indistar®.
- The **division leadership team** will **conduct monthly meetings and quarterly data meetings**, and enter the agendas and meeting minutes into Indistar®.



Thank you. You have been a great audience.

For technical assistance please contact:
Dr. Yvonne A. Holloman at 804-225-2064 or
yvonne.holloman@doe.virginia.gov